



**SPRING 2012**

# *Test Administration Directions*

**GRADES 3–8**

Test Administrator's Name

# **ARIZONA'S**

*Instrument to Measure Standards*

*Writing, Reading,  
Mathematics, and Science*

AZ00001301

**PEARSON**

**PEARSON**

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*The Arizona Department of Education gratefully acknowledges the work of thousands of Arizona teachers involved in the development of the AIMS tests. Their dedication to creating a fair and reasonable test for the students of Arizona is greatly appreciated.*

## Overview for the Spring 2012 Administration of AIMS 3–8

Arizona’s Instrument to Measure Standards Grades 3–8 (AIMS 3–8) is administered in April to students in Grades 3 through 8 in the content areas shown below.

Grade	Writing	Science	Reading	Mathematics
3			✓	✓
4		✓	✓	✓
5	✓		✓	✓
6	✓		✓	✓
7	✓		✓	✓
8		✓	✓	✓

All grade levels of AIMS 3–8 also include an embedded Stanford 10 norm-referenced test in the content areas of reading, language, and mathematics. The score reports for AIMS 3–8 will include both AIMS results and Stanford 10 results. The Spring 2012 AIMS 3–8 tests must be offered to all students who are eligible to participate. See “Students to Be Tested” on page 2 for more information.

The window for AIMS 3–8 testing is scheduled Monday, April 16, 2012 through Friday, April 27, 2012. Testing and make-up testing must be conducted according to the Test Administration Schedule on pages 2–4 in this document. The district test coordinator must schedule four dates during the window for the test administration. It is preferred that all **schools** within the same district or charter test on the exact same dates. When that is not possible, then each **grade** within the same district or charter must schedule testing for the exact same dates. The Test Coordinator is responsible for communicating the testing schedule to Test Administrators, parents, guardians, and students.

This document provides directions for the administration of all content areas of AIMS 3–8, and should be used by the Test Administrator during each day of AIMS 3–8 testing.

### Test Administrator Responsibilities

The Test Administrator is responsible for:

- ☐ participating in training activities scheduled by the Test Coordinator;
- ☐ signing and returning to the Test Coordinator the AIMS Test Security Agreement;
- ☐ adhering to test administration security procedures;
- ☐ reviewing this document in advance of the testing date;
- ☐ receiving test materials from the Test Coordinator;
- ☐ verifying the quantities of test materials received;
- ☐ distributing and collecting all test materials on testing days;
- ☐ following the test administration directions exactly as stated in this document;

- ☐ reading aloud to the students the scripted directions exactly as stated in this document;
- ☐ requesting guidance from the Test Coordinator when unusual circumstances arise or when uncertain about proper procedures;
- ☐ completing all necessary demographic information on the student demographic data grid for those students **without** a Pre-ID label;
- ☐ completing the accommodations information on the answer documents or Grade 3 test books for all students receiving standard accommodations; and
- ☐ assembling and returning all test materials to the Test Coordinator.

## Students to Be Tested

Students in Grades 3 through 8 are to participate in the Spring 2012 administration of AIMS 3–8 in the content areas shown in the chart on page 1. Students with significant cognitive disabilities and whose current Individualized Education Program (IEP) designates them as eligible for an alternate assessment, AIMS A, are excluded from AIMS 3–8. Refer to the AIMS A guidelines on the Arizona Department of Education Web site at [www.azed.gov](http://www.azed.gov) for additional information. All students in Grades 3–8 are expected to participate in either AIMS or AIMS A testing.

## Test Administration Schedule

AIMS 3–8 must be administered exactly as shown in the table and described below. The school’s specific testing schedule must be clearly communicated to parents, guardians, and students in advance.

### AIMS 3–8 is not a timed test.

The following are **approximate times** needed to administer AIMS 3–8. These estimates include time to distribute materials to students, complete student information on test materials, read directions, and collect and count test materials at the end of each testing session.

AIMS Test Administration			
Test Window: Monday, April 16, 2012–Friday, April 27, 2012			
Testing Day	Content Area	Grade(s)	Session(s)—Approximate Time
Day 1	Writing	5, 6, and 7	1 session—2 hours
	Science Part 1	4 and 8	1 session—45–60 min.
	Science Part 2	4 and 8	1 session—45–60 min.
Day 2	Reading Part 1	3–8	1 session—45–60 min.
	Mathematics Part 1	3–8	1 session—45 min.
Day 3	Reading Part 2	3–8	1 session—45–60 min.
	Mathematics Part 2	3–8	1 session—45 min.
Day 4	Reading Part 3	3–8	1 session—45–60 min.
	Mathematics Part 3	3–8	1 session—45 min.

Days 1, 2, 3, and 4 are distinct and separate dates. Day 1 of testing must be scheduled on April 16 or 17. Days 2, 3, and 4 of testing must be scheduled in order, but not necessarily on consecutive days. Day 4 of testing must be scheduled no later than April 26. On Days 2, 3, and 4 of testing, the reading part is to be administered before the mathematics part of the test. Make-up testing is to be scheduled as needed, but all make-up testing must be completed by April 27.

#### **Day 1—Grades 5, 6, 7 Writing Tests**

The **Grades 5, 6, and 7** writing test is to be administered in one session of two hours with a stretch break after the first hour.

#### **Day 1—Grades 4 and 8 Science Tests**

Part 1 of the Grades 4 and 8 science test is to be administered in one session of 45–60 minutes.

Part 2 of the Grades 4 and 8 science test is to be administered in one session of 45–60 minutes.

A significant break should be scheduled between the administration of Part 1 of the science test and the administration of Part 2 of the science test.

#### **Day 2—Grades 3 through 8 Reading and Mathematics Tests, Part 1**

Part 1 of the Grades 3 through 8 reading test is to be administered in one session of 45–60 minutes.

Part 1 of the Grades 3 through 8 mathematics test is to be administered in one session of 45 minutes.

A significant break should be scheduled between the administration of Part 1 of the reading test and the administration of Part 1 of the mathematics test.

#### **Day 3—Grades 3 through 8 Reading and Mathematics Tests, Part 2**

Part 2 of the Grades 3 through 8 reading test is to be administered in one session of 45–60 minutes.

Part 2 of the Grades 3 through 8 mathematics test is to be administered in one session of 45 minutes.

A significant break should be scheduled between the administration of Part 2 of the reading test and the administration of Part 2 of the mathematics test.

#### **Day 4—Grades 3 through 8 Reading and Mathematics Tests, Part 3**

Part 3 of the Grades 3 through 8 reading test is to be administered in one session of 45–60 minutes.

Part 3 of the Grades 3 through 8 mathematics test is to be administered in one session of 45 minutes.

A significant break should be scheduled between the administration of Part 3 of the reading test and the administration of Part 3 of the mathematics test.



For all AIMS testing, students may not have access to any electronic devices, including cell phones, from the time they enter the testing room until dismissed. Students may not be dismissed from the testing room until the testing session is complete. A testing session is complete only when the allotted time for the session has ended or when all students present have finished the session. Students may be instructed to bring personal reading materials or classwork they can do if they finish testing before the end of the testing session.

Students who need additional time beyond the allotted time must be allowed to continue testing immediately following the scheduled testing session. These students may be escorted to another secure testing location at the conclusion of the allotted testing time to finish the testing session. For each day of testing and each content area, students must complete the designated sessions by the end of the school day.

Plan to start and finish an AIMS 3–8 testing session entirely before lunch or entirely after lunch. Only those students requiring additional time beyond the allotted time should have lunch or another meal while testing on AIMS 3–8. For these students, the meal should be brought to the student, and the student should remain in the secure testing environment while eating.

## Test Materials

AIMS 3–8 test books and answer documents are secure documents. While in the possession of the Test Administrator, test materials must be kept in **secure, locked storage** except during actual test administration times. Test Administrators must follow the proper procedures for ensuring the security of test materials before, during, and after the test administration.

Test Administrators will receive their test materials from the Test Coordinator at the beginning of each day of testing. The Test Administrator should also receive an inventory of the number of test books and answer documents that have been delivered. Upon receipt of the test materials, the Test Administrator should count the number of test books and answer documents received. Any discrepancies must be reported immediately to the Test Coordinator. Test Administrators will return all test materials to the Test Coordinator at the end of each day of testing.

For Grade 3, AIMS 3–8 includes one machine-scorable test book.

For Grades 4 through 8, AIMS 3–8 includes one nonscorable test book per grade and one machine-scorable answer document per grade.

For all AIMS testing, including Grade 3, the use of scratch paper or extra paper is prohibited. Students may write directly in their test books when needed.

**For Grade 3, that writing should be in pencil only and must be away from the bubbles.** For all other grades, students may use colored pencils, pens, markers, and highlighters to mark in their nonscorable test books as needed.

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*For each day of testing and each content area, students must complete the designated sessions by the end of the school day.*

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*Test Administrators must follow the proper procedures for ensuring the security of test materials before, during, and after the test administration.*

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*Use of scratch paper or extra paper is prohibited.*

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Students must use a standard, wooden, graphite-based No. 2 pencil to mark their answers to multiple-choice questions and to write their final responses to the writing prompt. Only answers marked or written with a No. 2 pencil will be scored.

Spring 2012 AIMS 3–8 test materials to be supplied by the state include:

- ☐ AIMS 3–8 Test Books (Grades 3 through 8);
- ☐ AIMS 3–8 Answer Documents (Grades 4 through 8);
- ☐ AIMS 3–8 *Test Administration Directions*;
- ☐ Pre-ID labels;
- ☐ Pre-ID Roster.

Test materials that **must** be supplied by schools for each testing room include:

- ☐ a supply of sharpened, standard, wooden, graphite-based No. 2 pencils with erasers;
- ☐ a pencil sharpener or an additional supply of sharpened, standard, wooden, graphite-based No. 2 pencils with erasers;
- ☐ a “Testing—Do Not Disturb” sign; and
- ☐ commercially published paper dictionaries and commercially published paper thesauri for use on the writing test **only**.

Test Administrators must be sure to have an adequate supply of test materials available prior to testing.

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*Students **must** use a standard, wooden, graphite-based No. 2 pencil to mark their answers to multiple-choice questions and to write their final responses to the writing prompt.*

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## Before Testing

### Training and Test Security

A Test Administrator should be assigned to each testing room. If the number of students testing in the room requires it, Proctors may also assist the Test Administrator during the administration of the test. Test Administrators and Proctors must be employees of the school. Test Administrators and Proctors must be trained by the Test Coordinator in the correct test administration and test security procedures.

It is unethical and shall be viewed as a violation of test security for any person to:

- examine, read, or review the content of any portion of the test;
- disclose or allow to be disclosed the content of any portion of the test before, during, or after test administration;
- discuss any AIMS 3–8 test item before, during, or after test administration;
- allow students access to test questions or writing prompts prior to testing;
- allow students to share information during test administration;
- allow students to use scratch paper or extra paper;
- read any parts of the test to students except as indicated in the test administration directions;
- influence students' answers;
- change students' answer choices;
- review students' answers, including the writing rough draft and writing final copy;
- photocopy, transcribe, or in any way duplicate any part of AIMS 3–8 test books;
- fail to return all test materials, including unused documents; and
- participate in, direct, aid, counsel, assist in, encourage, or fail to report any violations of these test administration security procedures.

Test Administrators and Proctors may **not** assist students in answering questions. Test Administrators and Proctors may **not** translate, reword, or explain any test questions or any answer choices. No test item may ever be discussed before, during, or after test administration. (See the Glossary on page 67 in this document for the definition of *item*.) Refer to “Test Preparation and Administration Practices” on the Arizona Department of Education Web site at [www.azed.gov](http://www.azed.gov).

To ensure the security of AIMS 3–8, Test Administrators and Proctors **must** sign a copy of the AIMS Test Security Agreement obtained from the Test Coordinator or found on the Arizona Department of Education Web site at [www.azed.gov](http://www.azed.gov).

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*Test Administrators and Proctors **must** sign a copy of the AIMS Test Security Agreement.*

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## Preparing the Room for Testing

AIMS tests are to be administered at Arizona schools. AIMS tests may be administered in a home or hospital setting for a single student. AIMS tests cannot be administered outside the state of Arizona.

The testing room should be prepared for the test administration prior to the testing date. Good lighting, ventilation, and freedom from distracting noises and interruptions are important for student performance. Poster-size versions of the AIMS Mathematics Reference Sheets for Grades 6–8, the AIMS Science Reference Sheet for Grade 8, and the Holistic Rubric Based on 6 Traits Official Scoring Guide, as downloaded from the ADE Web site, may remain posted during AIMS testing. Any of these posted materials must match the grade level being tested in the room. For example, a Grade 6 classroom may have the AIMS Mathematics Grade 6 Reference Sheet and the AIMS Holistic Rubric Based on 6 Traits Official Scoring Guide posted, but may not have any other AIMS Mathematics Reference Sheets or the AIMS Science Reference Sheet posted. **All other visual aids displayed in the testing room that could assist students while testing must be removed or covered completely.**

Arrange student seating so that students cannot easily see the answer documents of others and so that the Test Administrator(s) and Proctor(s) can walk by each student. Students' desks and tables should be cleared of backpacks and unnecessary materials prior to the distribution of tests and answer documents.

## During Testing

### Reading the Scripted Directions

*The Test Administrator **must** follow the directions exactly as stated in this document.*

AIMS 3–8 is a standardized test. The Test Administrator must follow the directions exactly as stated in this document.

The scripted directions are formatted to guide you through the test administration and to help ensure proper testing procedures. Please review the directions in advance to become familiar with the scripted text and testing procedures.

**SAY**

**Read aloud to students only what is marked with a “SAY” and printed in bold type.**



*This symbol indicates places where you should use a test book or answer document to show sample items or to make sure students have turned to the correct page.*

*Text printed in italics*

*Text printed in italics are directions or information for Test Administrators. Text printed in italics should not be read aloud to the students.*

Since this manual is designed for use in administering AIMS in all Grades 3 through 8, some language in the script is specific to certain grades. Test Administrators are encouraged to read the script in advance of the test administration and highlight the portions that are relevant for the grade level being tested.

### Student Identification Information

Student identification information to be completed **by the student** is located on the front covers of the Grades 3 through 8 test books and on the front covers of the Grades 4 through 8 answer documents. Student identification information to be completed by the student includes Student Name, Teacher Name, School, and District. Prior to test administration, and before distributing test books and answer documents to students, the Test Administrator should write the names of the teacher, the school, and the school district on the board in a visible location. The scripted directions will guide students through the completion of this information on their test books and answer documents.

**Form A**  
SPRING 2012

**GRADE 4**  
*Science, Reading, and Mathematics*  
Test Book

George Hunt  
Mr. Fremont  
Prickly Pear Elementary School  
Tumbleweed Unified

STUDENT NAME  
TEACHER NAME  
SCHOOL  
DISTRICT

Information in this box to be handwritten by student.

April 16–27, 2012

**ARIZONA'S** SPRING 2012  
*Instrument to Measure Standards*  
GRADE 4

George Hunt  
Mr. Fremont  
Prickly Pear Elementary School  
Tumbleweed Unified

STUDENT NAME  
TEACHER NAME  
SCHOOL  
DISTRICT

Information in this box to be handwritten by student.

*Science, Reading, and Mathematics*  
Answer Document

## Pre-ID Labels and Demographic Data Grid

The student demographic data on reports, such as student name, date of birth, and SAIS ID, comes from the Pre-ID label on the front of the answer document (or Grade 3 test book) or from what is marked on the student demographic grid on the back of the answer document (or Grade 3 test book). If a Pre-ID label is used, then do not grid student demographic information. If student demographic information is gridded, then do not use a Pre-ID label. Never submit an answer document (or Grade 3 test book) with both a Pre-ID label and gridded student demographic information.

Pre-ID labels are to be affixed in the proper location on the front of the Grade 3 test books and Grades 4 through 8 answer documents. Pre-ID labels may be affixed before or after testing.

ARIZONA'S *Instrument to Measure Standards* SPRING 2012 GRADE 4

HUNT, GEORGE  
SAIS#: 99999999  
DOB: 99/99/99 Gender: M Grade: 4  
District: TUMBLEWEED UNIFIED DISTRICT  
School: PRICKLY PEAR ELEMENTARY SCHOOL  
99999-99999 Content Area:

George Hunt  
Mr. Fremont  
Prickly Pear Elementary School  
Tumbleweed Unified

STUDENT NAME  
TEACHER NAME  
SCHOOL  
DISTRICT

Information in this box to be handwritten by student.

Science Reading and Mathematics

The student identified on the Pre-ID label must be the same student whose handwritten name is next to the Pre-ID label.

Pre-ID labels are not to be saved for use on another AIMS 3–8 administration. Any Pre-ID labels that are not used during the Spring 2012 administration of AIMS 3–8 are to be returned with the nonscorable test materials.

If a Pre-ID label is **not** available, the student demographic data grid located on the back of the Grade 3 test book and Grades 4 through 8 answer documents **must** be completed. The student demographic data grid is to be completed by the Test Administrator, Test Coordinator, or other designated school staff member. The student may not complete the demographic data grid. Instructions for completing the demographic data grid can be found on pages 58–62 in this document.

For any student who receives standard accommodations, the fields for these accommodations found in section K on the back of the Grade 3 test book and Grades 4 through 8 answer documents **must** be completed **even if a Pre-ID label is used**. See pages 61–62 in this document for instructions.

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*The student identified on the Pre-ID label must be the same student whose handwritten name is next to the Pre-ID label.*

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*Test Administrators and Proctors should move unobtrusively about the room, checking to make sure students are progressing through the test.*

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## Monitoring Testing

During the administration of AIMS, Test Administrators and Proctors should move unobtrusively about the room, checking to make sure students are progressing through the test. Students should be allowed to work at their own pace.

Test Administrators and Proctors should:

- ☐ supervise the room at all times during testing;
- ☐ answer student questions that pertain **only** to the clarification of test administration directions;
- ☐ verify that students are marking their answers to multiple-choice questions or writing their final responses to the writing prompt in the proper locations in their answer documents; and
- ☐ check for a large number of erasures—these may indicate that a student is confused about the directions. You may help the student understand the directions, but do not explain concepts, or test questions, or answer choices, or give any other help that could influence the student's response.

When a student has finished testing, the Test Administrator should collect the student's test materials. Once the test materials have been collected, the student may then read or do classwork silently while waiting for the testing session to end.

Follow the test security procedures outlined on page 6 of this document, in the Test Security Agreement, and discussed in your pre-test training while monitoring the test.

## Precautions

- Do not use any test books or answer documents other than those that correspond to the Spring 2012 administration of AIMS. Documents from other testing programs or from previous AIMS test administrations will not be scored.
- Do not photocopy the test books or the answer documents.
- Do not disassemble or pull pages from the answer documents or the Grade 3 test books.
- Do not allow students to make any marks near the timing marks on the edges of scorable materials.
- Do not use "sticky" notes, paperclips, tape, staples, or glue on the answer documents or the Grade 3 test books.
- Do not insert loose papers into the answer documents or the Grade 3 test books.
- Do not tape or glue additional paper into the answer documents or the Grade 3 test books.

- Do not allow students to use extra paper to write their responses for the writing test. Only responses that are **handwritten** in pencil on the pages designated “Final Copy” will be scored.
- Do not allow students to use correction fluid on the answer documents or the Grade 3 test books. If an error is made in filling in a bubble or in the final response to the writing prompt, the student should erase the error completely and make the correction using a No. 2 pencil.
- Do not allow students to use colored pencils, pens, markers, or highlighters on the answer documents or the Grade 3 test books.
- Do not return test materials that have been contaminated with blood, vomit, or other bodily fluids to Pearson. Follow the directions of your Test Coordinator for the proper handling of contaminated test materials.

## Use of Resources

There are two reference sheets in AIMS 3–8: one for the mathematics test and one for the science test. Students in Grades 6, 7, and 8 may use the AIMS Mathematics Reference Sheet during the mathematics portion of AIMS 3–8. Students in Grade 8 may use the AIMS Science Reference Sheet during the science portion of AIMS. Test books for Grades 6, 7, and 8 contain the appropriate reference sheets.

Math manipulatives, charts, and aids, including, but not limited to, a ruler, number line, compass, and an abacus, may **not** be used on any portion of AIMS 3–8.

Electronic devices, including, but not limited to, computers, calculators, cell phones, and portable music players, are prohibited during AIMS testing and should not be permitted in the testing room.

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*Electronic devices  
should not be  
permitted in the  
testing room.*

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Students may use a commercially published paper dictionary and/or a commercially published paper thesaurus for the AIMS Writing test **only**, although neither item is required to be used by students. Several copies of each of these items **must** be available in the event students choose to use them. Dictionaries and thesauri may **not** be used for the reading test, the mathematics test, or the science test.

Refer to “Testing Accommodations: Guidelines for School Year 2011–2012” on the Arizona Department of Education Web site at [www.azed.gov](http://www.azed.gov) for information regarding the use of resources for students who are eligible for testing accommodations.

## Use of Unacceptable Resources

Test Administrators who observe students using unacceptable resources, including, but not limited to, computers, calculators, cell phones, and portable music players, are to remove the unacceptable resource as soon as possible. **The student must be allowed to continue testing.** After testing is complete, the



District Test Coordinator must notify the State Test Coordinator of a possible testing violation. The Arizona Department of Education will determine if a testing violation results in a test invalidation.

## **Disruptive Students**

Students who disrupt testing, refuse to participate, receive help from others, or otherwise engage in behavior not consistent with acceptable classroom behavior should be subject to the disciplinary procedures established by the school for such occurrences after completion of testing. Whenever possible, the disruptive or misbehaving student should be allowed to continue testing in a different location so that other students may test undisturbed. If the student is believed to have participated in cheating, contact the Test Coordinator for guidance.

The Arizona Department of Education recommends that the student's parents or guardians receive written notification of the incident and its consequences.

## **Students Who Leave the Room During Testing**

Students should remain in the testing room during the entire scheduled testing session. However, students may be allowed to go to the restroom, if necessary, during testing. Only one student may leave at a time. The student's test materials must be collected before the student leaves the room and then given back to the student upon returning to the room.

## **Students Who Leave School During Testing**

Students who need to leave school before completing a particular testing session of AIMS, including those students who leave due to illness, are ineligible to continue the test for that testing session. The Test Administrator should inform the student that he/she will **not** be permitted to finish that testing session when the student returns to school, collect the student's test book and answer document, and dismiss the student from the testing room. The student's test book and answer document are to be returned to the Test Coordinator. The student's answer document is to be returned with the scorable test materials.

The Arizona Department of Education recommends that documentation identifying the time the student left the testing room, the testing session in progress at that time, and the reason for leaving early be kept and then later attached to the student's test report.

If the student returns to school on a test date for a different testing session, the student is permitted to test on that different testing session.

# Scripted Directions for Day 1

## Administering the Grades 5, 6, and 7 Writing Test

*For the writing test, students must address the writing prompt in their final responses. Although students are not required to use either cursive or printed letters to write their final responses, their responses must be legible. Please be sure to emphasize these points to students where indicated in the scripted directions.*

*Before distributing the Grades 5, 6, and 7 test books and answer documents to students, write on the board the names of the teacher, the school, and the district. All students, as directed below, must handwrite their name, the teacher name, school, and district on their test books and answer documents.*

*Distribute the test books and the answer documents to students. **Students must use the same test materials for all days of AIMS testing.***

*Students **may** use commercially published paper dictionaries and thesauri for the writing test. Students **may not** use scratch paper for any part of the writing test.*

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Grades 5, 6, and 7  
Writing Test

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Students **may**  
use commercially  
published paper  
dictionaries and  
thesauri for the  
writing test.

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**SAY**

Today you will be taking the writing portion of Arizona's Instrument to Measure Standards (AIMS).

Do not open your test book until I tell you to do so. Talking during the test is not allowed. Electronic devices, such as cell phones and personal music players, are not permitted during the entire testing session. Any student who has any electronic device, including a cell phone, in his or her possession during AIMS testing may have his or her writing test invalidated.



*Hold up an answer document.*

**SAY**

If there is a Pre-ID label on your answer document, verify that the name and date of birth on the label are correct. If there is an error in your name or date of birth, raise your hand to let me know.

*If any student has an answer document with an **incorrect** Pre-ID label, provide an answer document without a Pre-ID label. Do not allow any student to use an answer document with an incorrect Pre-ID label, even if the label has been marked out.*

## Scripted Directions for Day 1 (continued)

**SAY** On the front cover of your answer document, write your name on the line labeled "Student Name." Complete the lines labeled "Teacher Name," "School," and "District" with the information shown on the board.

*Point to the information that you have written on the board.*

**SAY** Be sure to keep your writing within the boxed area on your answer document. Please do not write in the margins.

*Pause. Make sure students complete information correctly.*



*Hold up a test book and point to the lines on the front cover.*

**SAY** On the front cover of your test book, write your name on the line labeled "Student Name." Complete the lines labeled "Teacher Name," "School," and "District" with the information shown on the board.

*Pause. Make sure students complete the information correctly.*

**SAY** Now you will fill in the bubble on your answer document that matches the letter of your test book form. On the front cover of your answer document you will find the place to indicate the letter of your test form. Fill in the bubble for the test form indicated on the cover of your test book.

*Pause. Walk around the room. Check to make sure students have marked the correct test form on their answer document.*

**SAY** In your test book, there is a page that contains a writing prompt and pages designated "Prewriting and Planning," "Draft," and "Writer's Checklist."



*Hold up the test book. As you refer to the writing prompt, "Prewriting and Planning," "Draft," and "Writer's Checklist" pages in the directions below, point to each page in the test book (pages 1–4).*

**SAY** You will read the writing prompt and then use the "Prewriting and Planning," "Draft," and "Writer's Checklist" pages to plan and write your first draft. What you write on these pages will not be scored.

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*Make sure students have marked the correct test form on their answer document.*

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## Scripted Directions for Day 1 (continued)

*Pause, and then continue.*

**SAY** Use the Writer's Checklist as a guide to review your first draft. Make sure you have covered everything on the Writer's Checklist. This checklist will be used as a guide to evaluate your final response.

*Pause, and then continue.*

**SAY** You may use a dictionary or a thesaurus during the writing test. You may not use scratch paper for any part of this test.

*Point to the location in the room where dictionaries and thesauri are stored.*



*Hold up the answer document. Point to the pages designated "Final Copy."*

**SAY** When you have finished reviewing your draft, you will write your final response in your answer document on pages 2 and 3 designated "Final Copy."

Your final response may be in cursive or printed letters. However, it is important that your response be legible. It is also important to remember that your work must address the writing prompt provided in the test book.

*Pause to answer any questions, and then continue.*

**SAY** Look at the bottom portion of the cover of your answer document.

*Pause.*

**SAY** Read along silently while I read aloud.

When you finish the Writing test, you will see the following stop sign.

**Stop** 

**SAY** When you see this stop sign, do **not** go on to the next part in the test book.

- Use a No. 2 pencil.
- Do not write beyond pages 2 and 3.
- Write only on the lines provided.

Are there any questions?

## Scripted Directions for Day 1 (continued)

*Pause to answer any questions, and then continue.*

**SAY** Follow the directions that appear in the test book. You will begin by planning and writing your first draft in your test book. When you have completed your planning and your draft, write your final response in your answer document on pages 2 and 3 designated “Final Copy.”

When you have finished, be sure to reread your response and make any necessary edits. When you are satisfied with your final response, close your test book and answer document. Place your answer document on top of your test book. Raise your hand, and I will collect your test materials.

You must remain silent until the conclusion of the testing session. This is not a timed test. If you have not completed the writing test at the conclusion of the testing session, you will be allowed to continue working. However, you must complete the writing test by the end of the school day.

Are there any questions?

*Pause to answer any questions, and then continue.*

**SAY** Open your test book to the writing prompt on page 1.

*Make sure all students have turned to the correct page in their test books.*

**SAY** Please read the writing prompt silently.

*Pause while students read the prompt.*

**SAY** You may now reread the writing prompt and begin the writing test. In about one hour, you will be asked to stop for a short break.

*While students are taking the writing test, move around the room to make sure students are progressing through the testing session.*

*Stretch Break. After about one hour, have a stand-and-stretch break. Use the following instructions.*

**SAY** Stop. Close your test book and answer document so that you may stand and stretch. Please do not talk. Do not use any electronic devices.

*At the end of two or three minutes,*

## Scripted Directions for Day 1 (continued)



Please be seated.

You must remain silent until the conclusion of the testing session. The writing test is not a timed test. If you have not completed the writing test at the conclusion of the testing session, you will be allowed to continue working. However, you must complete the writing test by the end of the school day.

Only what is written on the “Final Copy” pages of your answer document, pages 2 and 3, will be scored. When you are satisfied with your final response, close your test book and answer document. Place your answer document on top of your test book. Raise your hand, and I will collect your test materials.

You will now continue the writing test. Open your test book to the page you were working on before the break and open your answer document to pages 2 and 3.

*While students are taking the writing test, move around the room to make sure students are progressing through the test. As each student finishes the writing test, collect the student’s answer document and test book. Confirm that the student’s final response has been recorded in his/her answer document. Do not allow students to use electronic devices, including cell phones, until after the conclusion of the testing session and all test materials have been collected.*

*Most students should have time to finish the writing test during the allotted 2-hour testing session. At the end of the 2-hour testing session, identify those students who require additional time to complete the writing test. **Follow the procedures established by your Test Coordinator for these students who need additional time to complete the writing test.** When all students have finished the test or the allotted time for the testing session has ended, proceed as follows:*



**This is the end of the writing test. This is also the end of this day of AIMS testing.**

*Collect all remaining test materials from the students. All test books and answer documents are secure documents and must be accounted for at the end of each testing session. Missing test books and answer documents **must** be located **prior** to dismissing students.*

*All test materials should be returned to the school test coordinator immediately following the conclusion of the testing session. If this is not possible, store all test materials in **secure, locked storage** until returned to the school test coordinator. All test materials must be returned to the school test coordinator by the end of the school day.*

## Scripted Directions for Day 1 (continued)

Grades 4 and 8  
Science Test, Part 1

DAY 1  
Grades 4 and 8

### Administering Part 1 of the Grades 4 and 8 Science Test

*Before distributing the Grades 4 and 8 test books and answer documents to students, write on the board the names of the teacher, the school, and the district. All students, as directed below, must handwrite their name, the teacher name, school, and district on their test books and answer documents.*

*Distribute the test books and the answer documents to students. **Students must use the same test materials for all days of AIMS testing.***

*Students may **not** use calculators for any part of the science test. Students may **not** use dictionaries for any part of the science test. Students may **not** use scratch paper for any part of the science test.*

**SAY**

Today you will be taking the science portion of Arizona's Instrument to Measure Standards (AIMS).

Do not open your test book until I tell you to do so. Talking during the test is not allowed. Electronic devices, such as cell phones and personal music players, are not permitted during the entire testing session. Any student who has any electronic device, including a cell phone, in his or her possession during AIMS testing may have his or her test invalidated.



*Hold up an answer document.*

**SAY**

If there is a Pre-ID label on your answer document, verify that the name and date of birth on the label are correct. If there is an error in your name or date of birth, raise your hand to let me know.

*If any student has an answer document with an **incorrect** Pre-ID label, provide an answer document without a Pre-ID label. Do not allow any student to use an answer document with an incorrect Pre-ID label, even if the label has been marked out.*

**SAY**

On the front cover of your answer document, write your name on the line labeled "Student Name." Complete the lines labeled "Teacher Name," "School," and "District" with the information shown on the board.

*Point to the information that you have written on the board.*

*Students may **not** use calculators for any part of the science test.*

*Students may **not** use scratch paper for any part of the science test.*



## Scripted Directions for Day 1 (continued)

**SAY** Be sure to keep your writing within the boxed area on your answer document. Please do not write in the margins.

*Pause. Make sure students complete information correctly.*



*Hold up a test book and point to the lines on the front cover.*

**SAY** On the front cover of your test book, write your name on the line labeled "Student Name." Complete the lines labeled "Teacher Name," "School," and "District" with the information shown on the board.

*Pause. Make sure students complete information correctly.*

**SAY** Now you will fill in the bubble on your answer document that matches the letter of your test book form. On the front cover of your answer document you will find the place to indicate the letter of your test form. Fill in the bubble for the test form indicated on the cover of your test book.

*Pause. Walk around the room. Check to make sure students have marked the correct test form on their answer document.*

**SAY** The test book contains science questions. You will read a multiple-choice question and then choose one of the answers that follow.

To answer a multiple-choice question, fill in the bubble that matches the answer you choose. Be sure to fill in the bubble completely and make your mark heavy and dark. Make sure that you are marking your answer to a question in the space with the same number as the test question. If you want to change an answer, completely erase the mark you made before making a new mark. You must use a No. 2 pencil to mark your answers.

You may not use scratch paper for any part of this test. You may write in your test book, but you must mark all of your answers on the answer document. Only answers marked on the answer document will be scored.

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*Make sure students have marked the correct test form on their answer document.*

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## Scripted Directions for Day 1 (continued)

You may not use a calculator for any part of this test. Any student who has a calculator in his or her possession during this testing session will have his or her science test invalidated.

*Pause, and then continue.*

**SAY**

(For Grade 8) Open your test book to page 1 and look at the AIMS Science Reference Sheet.



(For Grade 8) Hold up the test book and point to the page designated "AIMS Science Reference Sheet."

(For Grade 8) Make sure all students have turned to the correct page in their test books.

**SAY**

(For Grade 8) You may use the information from the AIMS Science Reference Sheet at any time during the test.

*Pause, and then continue.*

**SAY**

Look at the directions on the front of your answer document. Read along silently while I read aloud.

When you finish each part of the test, you will see the following stop sign.

**Stop** 

When you see this stop sign, do **not** go on to the next part in the test book. Check to be sure that:

- Every question in that part of the test book has been answered.
- The bubbles for your answers are filled in completely using a No. 2 pencil.
- All other bubbles are empty and all stray marks have been erased.

You may not go back to any other portion of this answer document at any time.

Are there any questions?

## Scripted Directions for Day 1 (continued)

*Pause to answer any questions, and then continue.*

**SAY** Open your test book to (for Grade 4 say page 1; for Grade 8 say page 3) and your answer document to page 2.

*Make sure all students have turned to the correct pages in their test materials, and then continue.*

**SAY** We will begin by doing one sample multiple-choice question. Read Sample A in your test book, then fill in the bubble in your answer document for the answer you choose. When you have finished Sample A, stop working.

*Give students time to answer Sample A.*

**SAY** The correct answer for Sample A is “C.”

*Pause, and then continue.*

**SAY** Follow the directions that appear throughout the test book and mark your answers in the answer document. Please answer all questions. Questions left blank are scored as incorrect.

When you finish Part 1 of the science test, you may go back and check your work for Part 1 of the science test only. Make sure that you have marked all your answers clearly and that you have completely erased any marks you do not want.

When you finish checking your work, close your test book and answer document. Place your answer document on top of your test book. Raise your hand, and I will collect your test book and answer document.

You must remain silent until the conclusion of the testing session. This is not a timed test. If you have not completed Part 1 of the science test at the conclusion of the testing session, you will be allowed to continue working. However, you must complete the entire science test , both Part 1 and Part 2, by the end of the school day.

**Are there any questions?**

*Pause to answer any questions, and then continue.*

## Scripted Directions for Day 1 (continued)

**SAY** ➤ Now turn to the next page of Part 1 of the science test in your test book.

*Make sure all students have turned to the correct page in their test books.*

**SAY** ➤ You may begin Part 1 of the science test.

*While students are taking Part 1 of the science test, move around the room to make sure students are progressing through Part 1. As each student finishes Part 1 of the science test, collect the student's answer document and test book. Do not allow students to use electronic devices, including cell phones, until after the conclusion of the testing session and all test materials have been collected.*

*Most students should have time to finish Part 1 of the science test during the allotted 45 to 60-minute testing session. At the end of the testing session, identify those students who require additional time to complete Part 1 of the science test. **Follow the procedures established by your Test Coordinator for students who need additional time to complete Part 1 of the science test.***

***Students must complete Part 1 of the science test before being dismissed for the significant break. Once students are dismissed for break they may not return to Part 1 of the science test. When all students have finished Part 1 or the allotted time for the session has ended, proceed as follows:***

**SAY** ➤ This is the end of Part 1 of the science test.

*Collect all remaining test materials from the students. All test books and answer documents are secure documents and must be accounted for at the end of each testing session. Missing test books and answer documents **must** be located **prior** to dismissing students. All test materials must be kept in **secure, locked storage** until the administration of Part 2 of the science test.*

*Break. At the conclusion of Part 1 of the science test, there should be a significant break so students may be refreshed before proceeding to Part 2 of the science test. Follow your school's plan for providing this significant break.*

***Once students have been dismissed for break, they may not return to Part 1. Once break is over, students will begin Part 2. Once students begin working on Part 2 of the science test, they may not return to Part 1. No student should begin working on Part 2 until Part 1 has been completed and the student has taken a break.***

*Following the break, gather the test materials from their secure location, and then proceed with the test administration.*

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*Students must complete Part 1 of the test before being dismissed for the significant break.*

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# Scripted Directions for Day 1 (continued)

## Administering Part 2 of the Grades 4 and 8 Science Test

*Distribute the test books and answer documents to students. **Students must use the same test materials for all days of AIMS testing.***

*Students may **not** use calculators for any part of the science test. Students may **not** use dictionaries for any part of the science test. Students may **not** use scratch paper for any part of the science test.*

**SAY** Please check to see that your name is on the front of both the test book and the answer document. You will now take Part 2 of the science test.

Do not open your test book until I tell you to do so. Talking during the test is not allowed. Electronic devices, such as cell phones and personal music players, are not permitted during the entire testing session. Any student who has any electronic device, including a cell phone, in his or her possession during AIMS testing may have his or her test invalidated.

You will now take Part 2 of the science test. You may not use scratch paper for any part of this test. You may write in your test book, but you must mark all of your answers on the answer document. Only answers marked on the answer document will be scored. Make sure that you are marking your answer to a question in the space with the same number as the test question.

You may not use a calculator for any part of this test. Any student who has a calculator in his or her possession during this testing session will have his or her science test invalidated.

*Pause, and then continue.*

**SAY** (For Grade 8) Open your test book to page 1 and look at the AIMS Science Reference Sheet.



(For Grade 8) Hold up the test book and point to the page designated "AIMS Science Reference Sheet."

*(For Grade 8) Make sure all students have turned to the correct page in their test books.*

**SAY** (For Grade 8) You may use the information from the AIMS Science Reference Sheet at any time during the test.

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Grades 4 and 8  
Science Test, Part 2

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**DAY 1**  
**Grades 4 and 8**

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*Students may **not** use calculators for any part of the science test.*

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*Students may **not** use scratch paper for any part of the science test.*

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## Scripted Directions for Day 1 (continued)

**SAY** Open your test book to (*for Grade 4 say page 19; for Grade 8 say page 19*) and your answer document to page 2.

*Make sure all students have turned to the correct pages in their test materials, and then continue.*

**SAY** We will begin by doing a sample multiple-choice question. Read Sample B in your test book, then fill in the bubble in your answer document for the answer you choose. When you have finished Sample B, stop working.

*Give students time to answer Sample B.*

**SAY** The correct answer for Sample B is “A.”

*Pause, and then continue.*

**SAY** Follow the directions that appear throughout the test book and mark your answers in the answer document. Please answer all questions. Questions left blank are scored as incorrect.

When you finish Part 2 of the science test, you may go back and check your work for Part 2 of the science test only. Make sure that you have marked all your answers clearly and that you have completely erased any marks you do not want.

When you finish checking your work, close your test book and answer document. Place your answer document on top of your test book. Raise your hand, and I will collect your test book and answer document.

You must remain silent until the conclusion of the testing session. This is not a timed test. If you have not completed Part 2 of the science test at the conclusion of the testing session, you will be allowed to continue working. However, you must complete the entire science test by the end of the school day.

**Are there any questions?**

*Pause to answer any questions, and then continue.*

**SAY** Turn to the next page of Part 2 of the science test in your test book.

## Scripted Directions for Day 1 (continued)

*Make sure all students have turned to the correct page in their test books.*

**SAY** You may begin Part 2 of the science test.

*While students are taking Part 2 of the science test, move around the room to make sure students are progressing through Part 2. As each student finishes Part 2 of the science test, collect the student's answer document and test book. Do not allow students to use electronic devices, including cell phones, until after the conclusion of the testing session and all test materials have been collected.*

*Most students should have time to finish Part 2 of the science test during the allotted 45 to 60-minute testing session. At the end of the testing session, identify those students who require additional time to complete Part 2 of the science test. **Follow the procedures established by your Test Coordinator for these students who need additional time to complete Part 2 of the science test.** When all students have finished Part 2 or the allotted time for the testing session has ended, proceed as follows:*

**SAY** This is the end of Part 2 of the science test.

*Collect all remaining test materials from the students. All test books and answer documents are secure documents and must be accounted for at the end of each testing session. Missing test books and answer documents **must** be located **prior** to dismissing students.*

*All test materials should be returned to the school test coordinator immediately following the conclusion of the testing session. If this is not possible, store all test materials in **secure, locked storage** until returned to the school test coordinator. All test materials must be returned to the school test coordinator by the end of the school day.*



## Scripted Directions for Day 2

Grades 3 through 8  
Reading Test, Part 1

### Administering Part 1 of the Grades 3 through 8 Reading Test

*For Grade 3, before distributing the test books to students, write on the board the names of the teacher, the school, and the district. All students, as directed below, must handwrite their name, the teacher name, school, and district on their test books.*

*Distribute the Grades 4 through 8 test books and answer documents or the Grade 3 test books.*

***Students must use the same test materials for all days of AIMS testing.***

*Students may **not** use dictionaries or thesauri for any part of the reading test.*

**SAY**

Today you will be taking Part 1 of the reading portion of Arizona's Instrument to Measure Standards (AIMS) and Part 1 of the mathematics portion of AIMS.

Do not open your test book until I tell you to do so. Talking during the test is not allowed. Electronic devices, such as cell phones and personal music players, are not permitted during the entire testing session. Any student who has any electronic device, including a cell phone, in his or her possession during AIMS testing may have his or her test invalidated.



*For Grades 4–8, hold up a test book and an answer document and point to the lines on the front covers labeled "Student Name."*

**SAY**

**(For Grades 4–8) Students must use the same test book and answer document for all days of AIMS testing. Please check to see that the test book and answer document in front of you are the same ones you used for Day 1 of AIMS testing and have your name on the front covers.**

*Pause while students confirm they have the correct test materials. If any Grade 4–8 student did not participate in Day 1 of AIMS testing, guide the student through completing the "Student Name," "Teacher Name," "School," and "District" lines on the front of the student's test book and answer document. Guide student through completing the test form bubble on the cover of the answer document.*

**DAY 2**

## Scripted Directions for Day 2 (continued)



*For Grade 3, hold up a test book.*

**SAY**

*(For Grade 3)* If there is a Pre-ID label on your test book, verify that the name and date of birth on the label are correct. If there is an error in your name or date of birth, raise your hand to let me know.

*If any student has a test book with an **incorrect** Pre-ID label, provide a test book without a Pre-ID label. **Do not allow any student to use a test book with an incorrect Pre-ID label, even if the label has been marked out.***

**SAY**

*(For Grade 3)* On the front cover of your test book, write your name on the line labeled "Student name." Complete the lines labeled "Teacher Name," "School," and "District" with the information shown on the board.

*Point to the information that you have written on the board.*

**SAY**

*(For Grade 3)* Be sure to keep your writing within the boxed area on your test book. Please do not write in the margins.

*Pause. Make sure students complete the information correctly.*

**SAY**

Today you will begin with Part 1 of the reading test. The test book contains several passages followed by multiple-choice questions. You will read a passage and then answer the multiple-choice questions that follow. You may refer back to the passage when answering the questions.

To answer a multiple-choice question, fill in the bubble that matches the answer you choose. Be sure to fill in the bubble completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. You must use a No. 2 pencil to mark your answers.

*(For Grades 4–8)* You may write in your test book, but you must mark all of your answers in the answer document. Only answers marked in the answer document will be scored. Make sure that you are marking your answer to a question in the space with the same number as the test question.

*(For Grade 3)* You may write in your test book, but do not write or mark near the bubbles where you will fill in your answers.

## Scripted Directions for Day 2 (continued)

You may not use a dictionary or a thesaurus for any part of this test. You may not use scratch paper for any part of this test.

**SAY** ➤

(For Grade 3) Look at the directions on the inside front cover of your test book.

(For Grades 4 and 8) Look at the directions on the front of your answer document.

(For Grades 5, 6, and 7) Open your answer document to page 4.

*Make sure all students have turned to the correct page in their answer documents (or Grade 3 test book).*

**SAY** ➤

Read along silently while I read aloud.

When you finish each part of the test, you will see the following stop sign.

**Stop** 

When you see this stop sign, do **not** go on to the next part in the test book. Check to be sure that:

- Every question in that part of the test book has been answered.
- The bubbles for your answers are filled in completely using a No. 2 pencil.
- All other bubbles are empty and all stray marks have been erased.

(For Grade 3) You may not go back to any other part of this test book at any time.

(For Grades 4–8) You may not go back to any other portion of this answer document at any time.

**Are there any questions?**

*Pause to answer any questions.*

**SAY** ➤

(For Grade 3) Open your test book to page 3.

(For Grades 4 and 8) Open your test book to (for Grade 4 say page 35; for Grade 8 say page 41) and your answer document to page 3.

(For Grades 5, 6, and 7) Open your test book to page 7 and keep your answer document opened to page 4.

## Scripted Directions for Day 2 (continued)

*Make sure all students have turned to the correct pages in their test materials, and then continue.*

**SAY** We will begin by doing two sample multiple-choice questions.  
(For Grades 4–8) Read Sample A in your test book, then fill in the bubble in your answer document for the answer you choose. When you have finished Sample A, stop working.  
(For Grade 3) Read Sample A in your test book, then fill in the bubble for the answer you choose. When you have finished Sample A, stop working.

*Give students time to answer Sample A, and then continue.*

**SAY** The correct answer for Sample A is “A.”

*Pause, and then continue.*

**SAY** (For Grades 4–8) Now read Sample B in your test book, then fill in the bubble in your answer document for the answer you choose. When you have finished Sample B, stop working.  
(For Grade 3) Now read Sample B in your test book, then fill in the bubble for the answer you choose. When you have finished Sample B, stop working.

*Give students time to answer Sample B, and then continue.*

**SAY** The correct answer for Sample B is “C.”

*Pause, and then continue.*

**SAY** (For Grades 4–8) Follow the directions that appear throughout the test book and mark your answers in the answer document. Please answer all questions. Questions left blank are scored as incorrect.  
(For Grade 3) Follow the directions that appear throughout the test book and mark your answers in the test book. Please answer all questions. Questions left blank are scored as incorrect.

When you finish Part 1 of the reading test, you may go back and check your work for Part 1 of the reading test only. Make sure that you have marked all your answers clearly and that you have completely erased any marks you do not want.

## Scripted Directions for Day 2 (continued)

**SAY**

*(For Grades 4–8)* When you finish checking your work, close your test book and answer document. Place your answer document on top of your test book. Raise your hand, and I will collect your test book and answer document.

*(For Grade 3)* When you finish checking your work, close your test book. Raise your hand, and I will collect your test book.

**You must remain silent until the conclusion of the testing session. This is not a timed test. If you have not completed Part 1 of the reading test at the conclusion of the testing session, you will be allowed to continue working. However, you must complete Part 1 of the reading test by the end of the school day.**

**Are there any questions?**

*Pause to answer any questions, and then continue.*

**SAY**

**Now turn to the next page of Part 1 of the reading test in your test book.**

*Make sure all students have turned to the correct page in their test books.*

**SAY**

**You may begin Part 1 of the reading test.**

*While students are taking Part 1 of the reading test, move around the room to make sure students are progressing through Part 1. As each student finishes Part 1 of the reading test, collect the student's test materials. Do not allow students to use electronic devices, including cell phones, until after the conclusion of the testing session and all test materials have been collected.*

*Most students should have time to finish Part 1 of the reading test during the allotted 45 to 60-minute testing session. At the end of the testing session, identify those students who require additional time to complete Part 1 of the reading test. **Follow the procedures established by your Test Coordinator for these students who need additional time to complete Part 1 of the reading test.***

***Students must complete Part 1 of the reading test before being dismissed for the significant break. Once students are dismissed for break they may not return to Part 1 of the reading test. When all students have finished Part 1 or the allotted time for the testing session has ended, proceed as follows:***

**SAY**

**This is the end of Part 1 of the reading test.**

## Scripted Directions for Day 2 (continued)

*Collect all remaining test materials from the students. All test books and answer documents are secure documents and must be accounted for at the end of each testing session. Missing test books and answer documents **must** be located **prior** to dismissing students. All test materials must be kept in **secure, locked storage** until the administration of Part 1 of the mathematics test.*

*Break. At the conclusion of Part 1 of the reading test, there should be a significant break so students may be refreshed before proceeding to Part 1 of the mathematics test. Follow your school's plan for providing this break.*

*Once students have been dismissed for break, they may not return to Part 1 of the reading test. Once break is over, students will begin Part 1 of the mathematics test. Once students begin working on Part 1 of the mathematics test, they may not return to Part 1 of the reading test. No student should begin working on Part 1 of the mathematics test until Part 1 of the reading test has been completed and the student has taken a break.*

*Following the break, gather the test materials from their secure location, and then proceed with the test administration.*

### Administering Part 1 of the Grades 3 through 8 Mathematics Test

*Distribute the Grades 4 through 8 test books and answer documents or the Grade 3 test books.*

*Students must use the same test materials for all days of AIMS testing.*

*Students may **not** use calculators for any part of the mathematics test. Students may **not** use scratch paper for any part of the mathematics test.*

**SAY**

*(For Grades 4–8) Please check to see that your name is on the front of both the test book and the answer document.*

*(For Grade 3) Please check to see that your name is on the front cover of the test book.*

**You will now take Part 1 of the mathematics portion of AIMS.**

**Do not open your test book until I tell you to do so. Talking during the test is not allowed. Electronic devices, such as cell phones and personal music players, are not permitted during the entire testing session. Any student who has any electronic device, including a cell phone, in his or her possession during AIMS testing may have his or her test invalidated.**

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Grades 3 through 8  
Mathematics Test,  
Part 1

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**DAY 2**

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*Students may **not** use calculators for any part of the mathematics test.*

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*Students may **not** use scratch paper for any part of the mathematics test.*

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## Scripted Directions for Day 2 (continued)

**SAY**

The test book contains mathematics problems. You will read a problem and then answer the multiple-choice question that follows.

To answer a multiple-choice question, fill in the bubble that matches the answer you choose. Be sure to fill in the bubble completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. You must use a No. 2 pencil to mark your answers.

*(For Grades 4–8)* You may not use scratch paper. You may write in your test book, but you must mark all of your answers in the answer document. Only answers marked in the answer document will be scored. Make sure that you are marking your answer to a question in the space with the same number as the test question.

*(For Grade 3)* You may not use scratch paper. You may write in your test book, but do not write or mark near the bubbles where you will fill in your answers.

You may not use a calculator for any part of this test. Any student who has a calculator in his or her possession during this testing session will have his or her mathematics test invalidated.

*Pause, and then continue.*

**SAY**

*(For Grades 6–8)* Open your test book to the inside back cover and look at the AIMS Mathematics Reference Sheet.



*(For Grades 6–8)* Hold up the test book and point to the page(s) designated "AIMS Mathematics Reference Sheet."

*(For Grades 6–8)* Make sure all students have turned to the correct page in their test books.

**SAY**

*(For Grades 6–8)* You may use the information from this reference sheet at any time during the test.

*Pause, and then continue.*



## Scripted Directions for Day 2 (continued)

- SAY** (For Grade 3) Look at the directions on the inside front cover of your test book.  
(For Grades 4 and 8) Look at the directions on the front of your answer document.  
(For Grades 5, 6, and 7) Open your answer document to page 4.

*Make sure all students have turned to the correct page in their answer documents (or Grade 3 test book).*

- SAY** Read along silently while I read aloud.

When you finish each part of the test, you will see the following stop sign.



When you see this stop sign, do **not** go on to the next part in the test book. Check to be sure that:

- Every question in that part of the test book has been answered.
- The bubbles for your answers are filled in completely using a No. 2 pencil.
- All other bubbles are empty and all stray marks have been erased.

(For Grade 3) You may not go back to any other part of this test book at any time.

(For Grades 4–8) You may not go back to any other portion of this answer document at any time.

Are there any questions?

*Pause to answer any questions.*

- SAY** (For Grade 3) Open your test book to page 19.  
(For Grades 4 and 8) Open your test book to (for Grade 4 say page 53; for Grade 8 say page 59) and your answer document to page 3.  
(For Grades 5, 6, and 7) Open your test book to (for Grade 5 say page 27; for Grade 6 say page 23; for Grade 7 say page 25) and keep your answer document opened to page 4.

## Scripted Directions for Day 2 (continued)

*Make sure all students have turned to the correct pages in their test materials, and then continue.*

**SAY** ➤ We will begin by doing two sample multiple-choice questions.

*(For Grades 4–8)* Read Sample A in your test book, then fill in the bubble in your answer document for the answer you choose.

**When you have finished Sample A, stop working.**

*(For Grade 3)* Read Sample A in your test book, then fill in the bubble for the answer you choose. When you have finished Sample A, stop working.

*Give students time to answer Sample A, and then continue.*

**SAY** ➤ The correct answer for Sample A is “D.”

*Pause, and then continue.*

**SAY** ➤ *(For Grades 4–8)* Now read Sample B in your test book, then fill in the bubble in your answer document for the answer you choose.

**When you have finished Sample B, stop working.**

*(For Grade 3)* Now read Sample B in your test book, then fill in the bubble for the answer you choose. When you have finished Sample B, stop working.

*Give students time to answer Sample B, and then continue.*

**SAY** ➤ The correct answer for Sample B is “B.”

*Pause, and then continue.*

**SAY** ➤ *(For Grades 4–8)* Follow the directions that appear throughout the test book and mark your answers in the answer document. Please answer all questions. Questions left blank are scored as incorrect.

**SAY** ➤ *(For Grade 3)* Follow the directions that appear throughout the test book and mark your answers in the test book. Please answer all questions. Questions left blank are scored as incorrect.

## Scripted Directions for Day 2 (continued)

When you finish Part 1 of the mathematics test, you may go back and check your work for Part 1 of the mathematics test only. Make sure that you have marked all your answers clearly and that you have completely erased any marks you do not want. It is not necessary to erase your scratch work in the test book.

*(For Grades 4–8)* When you finish checking your work, close your test book and answer document. Place your answer document on top of your test book. Raise your hand, and I will collect your test book and answer document.

*(For Grade 3)* When you finish checking your work, close your test book. Raise your hand, and I will collect your test book.

You must remain silent until the conclusion of the testing session. This is not a timed test. If you have not completed Part 1 of the mathematics test at the conclusion of the testing session, you will be allowed to continue working. However, you must complete Part 1 of the mathematics test by the end of the school day.

Are there any questions?

*Pause to answer any questions, and then continue.*

**SAY** Now turn to the next page of Part 1 of the mathematics test in your test book.

*Make sure all students have turned to the correct page in their test books.*

**SAY** You may begin Part 1 of the mathematics test.

*While students are taking Part 1 of the mathematics test, move around the room to make sure students are progressing through Part 1. As each student finishes Part 1 of the mathematics test, collect the student's test materials. Do not allow students to use electronic devices, including cell phones, until after the conclusion of the testing session and all test materials have been collected.*

*Most students should have time to finish Part 1 of the mathematics test during the allotted 45-minute testing session. At the end of the testing session, identify those students who require additional time to complete Part 1 of the mathematics test. **Follow the procedures established by your Test Coordinator for these students who need additional time to complete Part 1 of the mathematics test.** When all students have finished Part 1 or the allotted time for the testing session has ended, proceed as follows:*

## Scripted Directions for Day 2 (continued)



This is the end of Part 1 of the mathematics test. This is also the end of this day of AIMS testing.

*Collect all remaining test materials from the students. All test books and answer documents are secure documents and must be accounted for at the end of each testing session. Missing test books and answer documents **must** be located **prior** to dismissing students.*

*All test materials should be returned to the school test coordinator immediately following the conclusion of the testing session. If this is not possible, store all test materials in **secure, locked storage** until returned to the school test coordinator. All test materials must be returned to the school test coordinator by the end of the school day.*

## Scripted Directions for Day 3

### Administering Part 2 of the Grades 3 through 8 Reading Test

*Distribute the Grades 4 through 8 test books and answer documents or the Grade 3 test books.*

***Students must use the same test materials for all days of AIMS testing.***

***Students may not use dictionaries or thesauri for any part of the reading test.***

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*Grades 3 through 8  
Reading Test, Part 2*

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*Students may **not**  
use dictionaries or  
thesauri for any part  
of the reading test.*

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**SAY** Today you will be taking Part 2 of the reading portion of Arizona's Instrument to Measure Standards (AIMS) and Part 2 of the mathematics portion of AIMS.

**Do not open your test book until I tell you to do so. Talking during the test is not allowed. Electronic devices, such as cell phones and personal music players, are not permitted during the entire testing session. Any student who has any electronic device, including a cell phone, in his or her possession during AIMS testing may have his or her test invalidated.**



*For Grades 4–8, hold up a test book and an answer document and point to the lines on the front covers labeled "Student Name."*

*For Grade 3, hold up a test book and point to the line on the front cover labeled "Student Name."*

**SAY** (For Grades 4–8) Students must use the same test book and answer document for all days of AIMS testing. Please check to see that the test book and answer document in front of you are the same ones you used for previous AIMS testing and have your name on the front covers.

(For Grade 3) Students must use the same test book for all days of AIMS testing. Please check to see that the test book in front of you is the same one you used for previous AIMS testing and has your name on the front cover.

*Pause while students confirm they have the correct test materials. If any student did not participate in any previous day(s) of AIMS testing, guide the student through completing the "Student Name," "Teacher Name," "School," and "District" lines on the front of the student's test book and answer document (for Grades 4 through 8). For Grades 4 through 8, guide student through completing the test form bubble on the cover of the answer document.*

**DAY 3**

## Scripted Directions for Day 3 (continued)

**SAY**

Today you will begin with Part 2 of the reading test. The test book contains several passages followed by multiple-choice questions. You will read a passage and then answer the multiple-choice questions that follow. You may refer back to the passage when answering the questions.

To answer a multiple-choice question, fill in the bubble that matches the answer you choose. Be sure to fill in the bubble completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. You must use a No. 2 pencil to mark your answers.

*(For Grades 4–8)* You may write in your test book, but you must mark all of your answers in the answer document. Only answers marked in the answer document will be scored. Make sure that you are marking your answer to a question in the space with the same number as the test question.

*(For Grade 3)* You may write in your test book, but do not write or mark near the bubbles where you will fill in your answers.

You may not use a dictionary or a thesaurus for any part of this test. You may not use scratch paper for any part of this test.

*(For Grade 3)* Look at the directions on the inside front cover of your test book.

*(For Grades 4 and 8)* Look at the directions on the front of your answer document.

*(For Grades 5, 6, and 7)* Open your answer document to page 4.

*Make sure all students have turned to the correct page in their answer documents (or Grade 3 test book).*

**SAY**

Read along silently while I read aloud.

When you finish each part of the test, you will see the following stop sign.

**Stop** 

## Scripted Directions for Day 3 (continued)

**SAY**

When you see this stop sign, do **not** go on to the next part in the test book. Check to be sure that:

- Every question in that part of the test book has been answered.
- The bubbles for your answers are filled in completely using a No. 2 pencil.
- All other bubbles are empty and all stray marks have been erased.

*(For Grade 3)* You may not go back to any other part of this test book at any time.

*(For Grades 4–8)* You may not go back to any other portion of this answer document at any time.

Are there any questions?

*Pause to answer any questions.*

**SAY**

*(For Grade 3)* Open your test book to page 37.

*(For Grades 4 and 8)* Open your test book to *(for Grade 4 say page 67; for Grade 8 say page 73)* and your answer document to page 4.

*(For Grades 5, 6, and 7)* Open your test book to *(for Grade 5 say page 41; for Grade 6 say page 37; for Grade 7 say page 39)* and your answer document to page 5.

*Make sure all students have turned to the correct pages in their test materials, and then continue.*

**SAY**

We will begin by doing two sample multiple-choice questions.

*(For Grades 4–8)* Read Sample C in your test book, then fill in the bubble in your answer document for the answer you choose. When you have finished Sample C, stop working.

*(For Grade 3)* Read Sample C in your test book, then fill in the bubble for the answer you choose. When you have finished Sample C, stop working.

*Give students time to answer Sample C, and then continue.*

**SAY**

The correct answer for Sample C is “B.”

*Pause, and then continue.*



## Scripted Directions for Day 3 (continued)

**SAY**

(For Grades 4–8) Now read Sample D in your test book, then fill in the bubble in your answer document for the answer you choose. When you have finished Sample D, stop working.

(For Grade 3) Now read Sample D in your test book, then fill in the bubble for the answer you choose. When you have finished Sample D, stop working.

*Give students time to answer Sample D, and then continue.*

**SAY**

The correct answer for Sample D is “B.”

*Pause, and then continue.*

**SAY**

(For Grades 4–8) Follow the directions that appear throughout the test book and mark your answers in the answer document. Please answer all questions. Questions left blank are scored as incorrect.

(For Grade 3) Follow the directions that appear throughout the test book and mark your answers in the test book. Please answer all questions. Questions left blank are scored as incorrect.

When you finish Part 2 of the reading test, you may go back and check your work for Part 2 of the reading test only. Make sure that you have marked all your answers clearly and that you have completely erased any marks you do not want.

(For Grades 4–8) When you finish checking your work, close your test book and answer document. Place your answer document on top of your test book. Raise your hand, and I will collect your test book and answer document.

(For Grade 3) When you finish checking your work, close your test book. Raise your hand, and I will collect your test book.

You must remain silent until the conclusion of the testing session. This is not a timed test. If you have not completed Part 2 of the reading test at the conclusion of the testing session, you will be allowed to continue working. However, you must complete Part 2 of the reading test by the end of the school day.

## Scripted Directions for Day 3 (continued)

**SAY** ▶ Are there any questions?

*Pause to answer any questions, and then continue.*

**SAY** ▶ Now turn to the next page of Part 2 of the reading test in your test book.

*Make sure all students have turned to the correct page in their test books.*

**SAY** ▶ You may begin Part 2 of the reading test.

*While students are taking Part 2 of the reading test, move around the room to make sure students are progressing through Part 2. As each student finishes Part 2 of the reading test, collect the student's test materials. Do not allow students to use electronic devices, including cell phones, until after the conclusion of the testing session and all test materials have been collected.*

*Most students should have time to finish Part 2 of the reading test during the allotted 45 to 60-minute testing session. At the end of the testing session, identify those students who require additional time to complete Part 2 of the reading test. **Follow the procedures established by your Test Coordinator for these students who need additional time to complete Part 2 of the reading test.***

***Students must complete Part 2 of the reading test before being dismissed for the significant break. Once students are dismissed for break they may not return to Part 2 of the reading test. When all students have finished Part 2 or the allotted time for the testing session has ended, proceed as follows:***

**SAY** ▶ This is the end of Part 2 of the reading test.

*Collect all remaining test materials from the students. All test books and answer documents are secure documents and must be accounted for at the end of each testing session. Missing test books and answer documents **must** be located **prior** to dismissing students. All test materials must be kept in **secure, locked storage** until the administration of Part 2 of the mathematics test.*

*Break. At the conclusion of Part 2 of the reading test, there should be a significant break so students may be refreshed before proceeding to Part 2 of the mathematics test. Follow your school's plan for providing this break.*

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*Students must complete Part 2 of the reading test before being dismissed for the significant break.*

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**DAY 3**

## Scripted Directions for Day 3 (continued)

*Once students have been dismissed for break, they may not return to Part 2 of the reading test. Once break is over, students will begin Part 2 of the mathematics test. Once students begin working on Part 2 of the mathematics test, they may not return to Part 2 of the reading test. No student should begin working on Part 2 of the mathematics test until Part 2 of the reading test has been completed and the student has taken a break.*

*Following the break, gather the test materials from their secure location, and then proceed with the test administration.*

### Administering Part 2 of the Grades 3 through 8 Mathematics Test

*Distribute the Grades 4 through 8 test books and answer documents or the Grade 3 test books.*

*Students must use the same test materials for all days of AIMS testing.*

*Students may **not** use calculators for any part of the mathematics test. Students may **not** use scratch paper for any part of the mathematics test.*

**SAY**

(For Grades 4–8) Please check to see that your name is on the front of both the test book and the answer document.

(For Grade 3) Please check to see that your name is on the front cover of the test book.

You will now take Part 2 of the mathematics portion of AIMS.

Do not open your test book until I tell you to do so. Talking during the test is not allowed. Electronic devices, such as cell phones and personal music players, are not permitted during the entire testing session. Any student who has any electronic device, including a cell phone, in his or her possession during AIMS testing may have his or her test invalidated.

The test book contains mathematics problems. You will read a problem and then answer the multiple-choice question that follows.

To answer a multiple-choice question, fill in the bubble that matches the answer you choose. Be sure to fill in the bubble completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. You must use a No. 2 pencil to mark your answers.

Grades 3 through 8  
Mathematics Test,  
Part 2

Students may **not**  
use calculators for  
any part of the  
mathematics test.

Students may **not**  
use scratch paper  
for any part of the  
mathematics test.

DAY 3

## Scripted Directions for Day 3 (continued)

(For Grades 4–8) You may not use scratch paper. You may write in your test book, but you must mark all of your answers in the answer document. Only answers marked in the answer document will be scored. Make sure that you are marking your answer to a question in the space with the same number as the test question.

**SAY** (For Grade 3) You may not use scratch paper. You may write in your test book, but do not write or mark near the bubbles where you will fill in your answers.

You may not use a calculator for any part of this test. Any student who has a calculator in his or her possession during this testing session will have his or her mathematics test invalidated.

*Pause, and then continue.*

**SAY** (For Grades 6–8) Open your test book to the inside back cover and look at the AIMS Mathematics Reference Sheet.



(For Grades 6–8) Hold up the test book and point to the page(s) designated “AIMS Mathematics Reference Sheet.”

(For Grades 6–8) Make sure all students have turned to the correct page in their test books.

**SAY** (For Grades 6–8) You may use the information from this reference sheet at any time during the test.

*Pause, and then continue.*

**SAY** (For Grade 3) Look at the directions on the inside front cover of your test book.

(For Grades 4 and 8) Look at the directions on the front of your answer document.

(For Grades 5, 6, and 7) Open your answer document to page 4.

Make sure all students have turned to the correct page in their answer documents (or Grade 3 test book).

**SAY** Read along silently while I read aloud.

## Scripted Directions for Day 3 (continued)

When you finish each part of the test, you will see the following stop sign.

**Stop** 

**SAY** ➤

When you see this stop sign, do **not** go on to the next part in the test book. Check to be sure that:

- Every question in that part of the test book has been answered.
- The bubbles for your answers are filled in completely using a No. 2 pencil.
- All other bubbles are empty and all stray marks have been erased.

*(For Grade 3)* You may not go back to any other part of this test book at any time.

*(For Grades 4–8)* You may not go back to any other portion of this answer document at any time.

Are there any questions?

*Pause to answer any questions.*

**SAY** ➤

*(For Grade 3)* Open your test book to page 57.

*(For Grades 4 and 8)* Open your test book to *(for Grade 4 say page 85; for Grade 8 say page 93)* and your answer document to page 4.

*(For Grades 5, 6, and 7)* Open your test book to *(for Grade 5 say page 59; for Grade 6 say page 63; for Grade 7 say page 65)* and your answer document to page 5.

*Make sure all students have turned to the correct pages in their test materials, and then continue.*

**SAY** ➤

We will begin by doing one sample multiple-choice question.

*(For Grades 4–8)* Read Sample C in your test book, then fill in the bubble in your answer document for the answer you choose. When you have finished Sample C, stop working.

*(For Grade 3)* Read Sample C in your test book, then fill in the bubble for the answer you choose. When you have finished Sample C, stop working.

## Scripted Directions for Day 3 (continued)

*Give students time to answer Sample C, and then continue.*

**SAY** The correct answer for Sample C is “D.”

*Pause, and then continue.*

**SAY** (For Grades 4–8) Follow the directions that appear throughout the test book and mark your answers in the answer document. Please answer all questions. Questions left blank are scored as incorrect.

(For Grade 3) Follow the directions that appear throughout the test book and mark your answers in the test book. Please answer all questions. Questions left blank are scored as incorrect.

When you finish Part 2 of the mathematics test, you may go back and check your work for Part 2 of the mathematics test only. Make sure that you have marked all your answers clearly and that you have completely erased any marks you do not want. It is not necessary to erase your scratch work in the test book.

(For Grades 4–8) When you finish checking your work, close your test book and answer document. Place your answer document on top of your test book. Raise your hand, and I will collect your test book and answer document.

(For Grade 3) When you finish checking your work, close your test book. Raise your hand, and I will collect your test book.

You must remain silent until the conclusion of the testing session. This is not a timed test. If you have not completed Part 2 of the mathematics test at the conclusion of the testing session, you will be allowed to continue working. However, you must complete Part 2 of the mathematics test by the end of the school day.

Are there any questions?

*Pause to answer any questions, and then continue.*

**SAY** Now turn to the next page of Part 2 of the mathematics test in your test book.

## Scripted Directions for Day 3 (continued)

*Make sure all students have turned to the correct page in their test books.*

**SAY** ▶ You may begin Part 2 of the mathematics test.

*While students are taking Part 2 of the mathematics test, move around the room to make sure students are progressing through Part 2. As each student finishes Part 2 of the mathematics test, collect the student's test materials. Do not allow students to use electronic devices, including cell phones, until after the conclusion of the testing session and all test materials have been collected.*

*Most students should have time to finish Part 2 of the mathematics test during the allotted 45-minute testing session. At the end of the testing session, identify those students who require additional time to complete Part 2 of the mathematics test. **Follow the procedures established by your Test Coordinator for these students who need additional time to complete Part 2 of the mathematics test.** When all students have finished Part 2 or the allotted time for the testing session has ended, proceed as follows:*

**SAY** ▶ This is the end of Part 2 of the mathematics test. This is also the end of this day of AIMS testing.

*Collect all remaining test materials from the students. All test books and answer documents are secure documents and must be accounted for at the end of each testing session. Missing test books and answer documents **must** be located **prior** to dismissing students.*

*All test materials should be returned to the school test coordinator immediately following the conclusion of the testing session. If this is not possible, store all test materials in **secure, locked storage** until returned to the school test coordinator. All test materials must be returned to the school test coordinator by the end of the school day.*



## Scripted Directions for Day 4

### Administering Part 3 of the Grades 3 through 8 Reading Test

*Distribute the Grades 4 through 8 test books and answer documents or the Grade 3 test books.*

***Students must use the same test materials for all days of AIMS testing.***

***Students may not use dictionaries or thesauri for any part of the reading test.***

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*Grades 3 through 8  
Reading Test, Part 3*

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*Students may **not**  
use dictionaries or  
thesauri for any part  
of the reading test.*

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**SAY** ▶ Today you will be taking Part 3 of the reading portion of Arizona's Instrument to Measure Standards (AIMS) and Part 3 of the mathematics portion of AIMS.

Do not open your test book until I tell you to do so. Talking during the test is not allowed. Electronic devices, such as cell phones and personal music players, are not permitted during the entire testing session. Any student who has any electronic device, including a cell phone, in his or her possession during AIMS testing may have his or her test invalidated.



*For Grades 4–8, hold up a test book and an answer document and point to the lines on the front covers labeled "Student Name."*

*For Grade 3, hold up a test book and point to the line on the front cover labeled "Student Name."*

**SAY** ▶ (For Grades 4–8) Students must use the same test book and answer document for all days of AIMS testing. Please check to see that the test book and answer document in front of you are the same ones you used for previous AIMS testing and have your name on the front covers.

(For Grade 3) Students must use the same test book for all days of AIMS testing. Please check to see that the test book in front of you is the same one you used for previous AIMS testing and has your name on the front cover.

*Pause while students confirm they have the correct test materials. If any student did not participate in any previous days of AIMS testing, guide the student through completing the "Student Name," "Teacher Name," "School," and "District" lines on the front of the student's test book and answer document (for Grades 4 through 8). For Grades 4 through 8, guide student through completing the test form bubble on the cover of the answer document.*

**SAY** ▶ Today you will begin with Part 3 of the reading test. The test book contains several passages followed by multiple-choice questions.

## Scripted Directions for Day 4 (continued)

**SAY**

You will read a passage and then answer the multiple-choice questions that follow. You may refer back to the passage when answering the questions.

To answer a multiple-choice question, fill in the bubble that matches the answer you choose. Be sure to fill in the bubble completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. You must use a No. 2 pencil to mark your answers.

*(For Grades 4–8)* You may write in your test book, but you must mark all of your answers in the answer document. Only answers marked in the answer document will be scored. Make sure that you are marking your answer to a question in the space with the same number as the test question.

*(For Grade 3)* You may write in your test book, but do not write or mark near the bubbles where you will fill in your answers.

You may not use a dictionary or a thesaurus for any part of this test. You may not use scratch paper for any part of this test.

*(For Grade 3)* Look at the directions on the inside front cover of your test book.

*(For Grades 4 and 8)* Look at the directions on the front of your answer document.

*(For Grades 5, 6, and 7)* Open your answer document to page 4.

*Make sure all students have turned to the correct page in their answer documents (or Grade 3 test book).*

**SAY**

Read along silently while I read aloud.

When you finish each part of the test, you will see the following stop sign.

**Stop** 

When you see this stop sign, do **not** go on to the next part in the test book. Check to be sure that:

- Every question in that part of the test book has been answered.
- The bubbles for your answers are filled in completely using a No. 2 pencil.
- All other bubbles are empty and all stray marks have been erased.

## Scripted Directions for Day 4 (continued)

**SAY** (For Grade 3) You may not go back to any other part of this test book at any time.  
(For Grades 4–8) You may not go back to any other portion of this answer document at any time.

Are there any questions?

*Pause to answer any questions.*

**SAY** (For Grade 3) Open your test book to page 75.  
(For Grades 4 and 8) Open your test book to (for Grade 4 say page 99; for Grade 8 say page 107) and your answer document to page 5.  
(For Grades 5, 6, and 7) Open your test book to (for Grade 5 say page 75; for Grade 6 say page 77; for Grade 7 say page 79) and your answer document to page 6.

*Make sure all students have turned to the correct pages in their test materials, and then continue.*

**SAY** We will begin by doing one sample multiple-choice question.  
(For Grades 4–8) Read Sample E in your test book, then fill in the bubble in your answer document for the answer you choose. When you have finished Sample E, stop working.  
(For Grade 3) Read Sample E in your test book, then fill in the bubble for the answer you choose. When you have finished Sample E, stop working.

*Give students time to answer Sample E, and then continue.*

**SAY** The correct answer for Sample E is “D.”

*Pause, and then continue.*

**SAY** (For Grades 4–8) Follow the directions that appear throughout the test book and mark your answers in the answer document. Please answer all questions. Questions left blank are scored as incorrect.  
(For Grade 3) Follow the directions that appear throughout the test book and mark your answers in the test book. Please answer all questions. Questions left blank are scored as incorrect.

## Scripted Directions for Day 4 (continued)

When you finish Part 3 of the reading test, you may go back and check your work for Part 3 of the reading test only. Make sure that you have marked all your answers clearly and that you have completely erased any marks you do not want.

*(For Grades 4–8)* When you finish checking your work, close your test book and answer document. Place your answer document on top of your test book. Raise your hand, and I will collect your test book and answer document.

*(For Grade 3)* When you finish checking your work, close your test book. Raise your hand, and I will collect your test book.

You must remain silent until the conclusion of the testing session. This is not a timed test. If you have not completed Part 3 of the reading test at the conclusion of the testing session, you will be allowed to continue working. However, you must complete Part 3 of the reading test by the end of the school day.

Are there any questions?

*Pause to answer any questions, and then continue.*

**SAY** ➤

Now turn to the next page of Part 3 of the reading test in your test book.

*Make sure all students have turned to the correct page in their test books.*

**SAY** ➤

You may begin Part 3 of the reading test.

*While students are taking Part 3 of the reading test, move around the room to make sure students are progressing through Part 3. As each student finishes Part 3 of the reading test, collect the student's test materials. Do not allow students to use electronic devices, including cell phones, until after the conclusion of the testing session and all test materials have been collected.*

*Most students should have time to finish Part 3 of the reading test during the allotted 45 to 60-minute testing session. At the end of the testing session, identify those students who require additional time to complete Part 3 of the reading test. **Follow the procedures established by your Test Coordinator for these students who need additional time to complete Part 3 of the reading test.***

## Scripted Directions for Day 4 (continued)

*Students must complete Part 3 of the reading test before being dismissed for the significant break. Once students are dismissed for break they may not return to Part 3 of the reading test. When all students have finished Part 3 or the allotted time for the testing session has ended, proceed as follows:*

**SAY** This is the end of Part 3 of the reading test.

*Collect all remaining test materials from the students. All test books and answer documents are secure documents and must be accounted for at the end of each testing session. Missing test books and answer documents **must** be located **prior** to dismissing students. All test materials must be kept in **secure, locked storage** until the administration of Part 3 of the mathematics test.*

*Break. At the conclusion of Part 3 of the reading test, there should be a significant break so students may be refreshed before proceeding to Part 3 of the mathematics test. Follow your school's plan for providing this break.*

*Once students have been dismissed for break, they may not return to Part 3 of the reading test. Once break is over, students will begin Part 3 of the mathematics test. Once students begin working on Part 3 of the mathematics test, they may not return to Part 3 of the reading test. No student should begin working on Part 3 of the mathematics test until Part 3 of the reading test has been completed and the student has taken a break.*

*Following the break, gather the test materials from their secure location, and then proceed with the test administration.*

### Administering Part 3 of the Grades 3 through 8 Mathematics Test

*Distribute the Grades 4 through 8 test books and answer documents or the Grade 3 test books.*

*Students must use the same test materials for all days of AIMS testing.*

*Students may **not** use calculators for any part of the mathematics test. Students may **not** use scratch paper for any part of the mathematics test.*

**SAY** (For Grades 4–8) Please check to see that your name is on the front of both the test book and the answer document.  
(For Grade 3) Please check to see that your name is on the front cover of the test book.

**You will now take Part 3 of the mathematics portion of AIMS.**

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*Students must complete Part 3 of the reading test before being dismissed for the significant break.*

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*Grades 3 through 8 Mathematics Test, Part 3*

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*Students may **not** use calculators for any part of the mathematics test.*

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*Students may **not** use scratch paper for any part of the mathematics test.*

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## Scripted Directions for Day 4 (continued)

Do not open your test book until I tell you to do so. Talking during the test is not allowed. Electronic devices, such as cell phones and personal music players, are not permitted during the entire testing session. Any student who has any electronic device, including a cell phone, in his or her possession during AIMS testing may have his or her test invalidated.

The test book contains mathematics problems. You will read a problem and then answer the multiple-choice question that follows.

To answer a multiple-choice question, fill in the bubble that matches the answer you choose. Be sure to fill in the bubble completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. You must use a No. 2 pencil to mark your answers.

*(For Grades 4–8)* You may not use scratch paper. You may write in your test book, but you must mark all of your answers in the answer document. Only answers marked in the answer document will be scored. Make sure that you are marking your answer to a question in the space with the same number as the test question.

*(For Grade 3)* You may not use scratch paper. You may write in your test book, but do not write or mark near the bubbles where you will fill in your answers.

You may not use a calculator for any part of this test. Any student who has a calculator in his or her possession during this testing session will have his or her mathematics test invalidated.

*Pause, and then continue.*

**SAY**

*(For Grades 6–8)* Open your test book to the inside back cover and look at the AIMS Mathematics Reference Sheet.



*(For Grades 6–8)* Hold up the test book and point to the page(s) designated "AIMS Mathematics Reference Sheet."

*(For Grades 6–8)* Make sure all students have turned to the correct page in their test books.

## Scripted Directions for Day 4 (continued)

**SAY** (For Grades 6–8) You may use the information from this reference sheet at any time during the test.

*Pause, and then continue.*

**SAY** (For Grade 3) Look at the directions on the inside front cover of your test book.  
(For Grades 4 and 8) Look at the directions on the front of your answer document.  
(For Grades 5, 6, and 7) Open your answer document to page 4.

*Make sure all students have turned to the correct page in their answer documents (or Grade 3 test book).*

**SAY** Read along silently while I read aloud.

When you finish each part of the test, you will see the following stop sign.

**Stop** 

When you see this stop sign, do **not** go on to the next part in the test book. Check to be sure that:

- Every question in that part of the test book has been answered.
- The bubbles for your answers are filled in completely using a No. 2 pencil.
- All other bubbles are empty and all stray marks have been erased.

(For Grade 3) You may not go back to any other part of this test book at any time.

(For Grades 4–8) You may not go back to any other portion of this answer document at any time.

**SAY** Are there any questions?

*Pause to answer any questions.*



## Scripted Directions for Day 4 (continued)

**SAY** (For Grade 3) Open your test book to page 95.  
(For Grades 4 and 8) Open your test book to (for Grade 4 say page 117; for Grade 8 say page 125) and your answer document to page 5.  
(For Grades 5, 6, and 7) Open your test book to (for Grade 5 say page 99; for Grade 6 say page 95; for Grade 7 say page 97) and your answer document to page 6.

*Make sure all students have turned to the correct pages in their test materials, and then continue.*

**SAY** We will begin by doing one sample multiple-choice question.  
(For Grades 4–8) Read Sample D in your test book, then fill in the bubble in your answer document for the answer you choose. When you have finished Sample D, stop working.  
(For Grade 3) Read Sample D in your test book, then fill in the bubble for the answer you choose. When you have finished Sample D, stop working.

*Give students time to answer Sample D, and then continue.*

**SAY** The correct answer for Sample D is “A.”

*Pause, and then continue.*

**SAY** (For Grades 4–8) Follow the directions that appear throughout the test book and mark your answers in the answer document. Please answer all questions. Questions left blank are scored as incorrect.  
(For Grade 3) Follow the directions that appear throughout the test book and mark your answers in the test book. Please answer all questions. Questions left blank are scored as incorrect.

**SAY** When you finish Part 3 of the mathematics test, you may go back and check your work for Part 3 of the mathematics test only. Make sure that you have marked all your answers clearly and that you have completely erased any marks you do not want. It is not necessary to erase your scratch work in the test book.

(For Grades 4–8) When you finish checking your work, close your test book and answer document. Place your answer document on top of your test book. Raise your hand, and I will collect your

## Scripted Directions for Day 4 (continued)

test book and answer document.

*(For Grade 3)* When you finish checking your work, close your test book. Raise your hand, and I will collect your test book.

You must remain silent until the conclusion of the testing session. This is not a timed test. If you have not completed Part 3 of the mathematics test at the conclusion of the testing session, you will be allowed to continue working. However, you must complete Part 3 of the mathematics test by the end of the school day.

Are there any questions?

*Pause to answer any questions, and then continue.*

**SAY** Now turn to the next page of Part 3 of the mathematics test in your test book.

*Make sure all students have turned to the correct page in their test books.*

**SAY** You may begin Part 3 of the mathematics test.

*While students are taking Part 3 of the mathematics test, move around the room to make sure students are progressing through Part 3. As each student finishes Part 3 of the mathematics test, collect the student's test materials. Do not allow students to use electronic devices, including cell phones, until after the conclusion of the testing session and all test materials have been collected.*

*Most students should have time to finish Part 3 of the mathematics test during the allotted 45-minute testing session. At the end of the testing session, identify those students who require additional time to complete Part 3 of the mathematics test. **Follow the procedures established by your Test Coordinator for students who need additional time to complete Part 3 of the mathematics test.** When all students have finished Part 3 or the allotted time for the testing session has ended, proceed as follows:*

**SAY** This is the end of Part 3 of the mathematics test. This is also the end of AIMS testing.

*Collect all remaining test materials from the students. All test books and answer documents are secure documents and must be accounted for at the end of each testing session. Missing test books and answer documents **must** be located **prior** to dismissing students.*

## Scripted Directions for Day 4 (continued)

*Inspect the test materials using the checklist on page 57. Once inspected, all test materials should be returned immediately to the school test coordinator. If this is not possible, store all test materials in **secure, locked storage** until returned to the school test coordinator. All test materials must be returned to the school test coordinator by the end of the school day.*

## After Testing

### Inspecting Test Materials

After testing, Test Administrators should inspect AIMS test materials to ensure the following:

- ☐ Test books and answer documents have been separated into individual stacks. Test books must not contain answer documents.
- ☐ The student has completed his or her name, teacher name, school, and district on the front of the test book and answer document (for Grade 3, test book).
- ☐ The Pre-ID label has been applied in the designated location on the front of the answer document or the Grade 3 test book, or if no Pre-ID label is available, the student demographic data grid located on the back of the answer document or Grade 3 test book has been completed. See “Completing Student Identification Information” on the following page for more detailed instructions.
- ☐ The student’s handwritten name on the front of the answer document or Grade 3 test book matches the student name on the Pre-ID label or the student name hand-bubbled on the back.
- ☐ The accommodations information on the answer document or the Grade 3 test book has been correctly coded for all students receiving standard accommodations. See “Completing Student Identification Information” on the following page for more detailed instructions.
- ☐ The student’s marks in the answer document or the Grade 3 test book have been made with a No. 2 pencil and any erasures are complete and neat. Light marks and marks made with a colored pencil, ink or felt-tip pen, marker, or highlighter cannot be properly scored. These marks should be marked over with a No. 2 pencil.

## Completing Student Identification Information

During testing, students were directed to write some student identification information on both their test book and answer document. There is additional student identification information on the answer document that must be completed by the Test Coordinator, Test Administrator, Proctor, or other designated school personnel. Some student identification information is included in a Pre-ID label; other information must be hand-bubbled. Follow the directions below for students with a Pre-ID label, for students without a Pre-ID label, and for students who tested using standard accommodations.

All information on the student demographic data grid must be marked using a No. 2 pencil. It is important to fill in the bubbles completely and to make the marks heavy and dark. Any errors must be completely erased.

### Students With Pre-ID Labels

If students have a Pre-ID label, affix the label in the designated space on the answer document or the Grade 3 test book. This may be done before or after testing. **The student identified on the Pre-ID label must be the same student whose handwritten name is next to the Pre-ID label.**

If the student identified on the Pre-ID label is not the same student whose handwritten name is next to the Pre-ID label, **contact your Test Coordinator for directions. Do not remove the incorrect label. Do not mark out the incorrect name on the label.**

If there is a Pre-ID label on the answer document or the Grade 3 test book, do **not** bubble any information in sections A through H on the demographics data grid, as all of this information is already coded within the Pre-ID label.

### Students Without Pre-ID Labels

If students do not have Pre-ID labels, the student demographic data grid **must** be completed by the Test Coordinator, Test Administrator, Proctor, or other designated school personnel. This may be done before or after testing. See instructions for bubbling demographic data on the following pages.

The student demographic data grid is **not** to be completed by students.

### Students Who Tested Using Standard Accommodations

Certain students are eligible to use standard accommodations while testing on AIMS. For students **with** Pre-ID labels and for students **without** Pre-ID labels, the use of standard accommodations must be recorded in section K of the demographics data grid as described on pages 62–63. **The recording of standard accommodations in section K of the demographics data grid must be done after testing.**

For detailed information on testing accommodations, please see “Testing Accommodations: Guidelines for School Year 2011–2012” on the Arizona Department of Education Web site at [www.azed.gov](http://www.azed.gov).

This page is to be filled in by school or district personnel. Instructions for completing this page are included in the *Test Administration Directions*.

A Last Name																										First Name																										M		K Standard Accommodations	
[Bubble grid for letters A-Z]																										[Bubble grid for letters A-Z]																										[Bubble grid for letters A-Z]		Injury <input type="radio"/> R <input type="radio"/> M 1 <input type="radio"/> <input type="radio"/> 2 <input type="radio"/> <input type="radio"/> 3 NANA ELL/FEP <input type="radio"/> R <input type="radio"/> M 4 <input type="radio"/> <input type="radio"/> 5 <input type="radio"/> <input type="radio"/> 6 NA <input type="radio"/> 7 <input type="radio"/> <input type="radio"/> 8 <input type="radio"/> <input type="radio"/> IEP/504 <input type="radio"/> R <input type="radio"/> M 9 <input type="radio"/> <input type="radio"/> 10 <input type="radio"/> <input type="radio"/> 11 <input type="radio"/> <input type="radio"/> 12 <input type="radio"/> <input type="radio"/> 13 <input type="radio"/> <input type="radio"/> 14 NA <input type="radio"/> 15 <input type="radio"/> <input type="radio"/> 16 NA <input type="radio"/> 17 NANA 18 <input type="radio"/> <input type="radio"/> 19 <input type="radio"/> <input type="radio"/> 20 <input type="radio"/> <input type="radio"/> 21 NANA 22 NA <input type="radio"/> <input type="radio"/> Braille	

B SAIS NUMBER (required)										C School Student ID Number										D Birth Date										F Gender										H Ethnicity/Race										G Enrollment										I For Pearson Use Only									
[Bubble grid for digits 0-9]										[Bubble grid for digits 0-9]										Month JAN <input type="radio"/> JUL <input type="radio"/> FEB <input type="radio"/> AUG <input type="radio"/> MAR <input type="radio"/> SEP <input type="radio"/> APR <input type="radio"/> OCT <input type="radio"/> MAY <input type="radio"/> NOV <input type="radio"/> JUN <input type="radio"/> DEC <input type="radio"/>										<input type="radio"/> Male <input type="radio"/> Female										<input type="radio"/> White <input type="radio"/> Black or African American <input type="radio"/> Asian <input type="radio"/> American Indian or Alaskan Native <input type="radio"/> Native Hawaiian or other Pacific Islander										<input type="radio"/> Not Enrolled										[Bubble grid for letters U-Z]									

A sample of the student demographic data grid

**A Last Name, First Name, M**

Using the student's legal name, print the student's last name in the row of boxes under the section for "Last Name." Print only one letter in each box, beginning in the first box on the left. If there are not enough boxes for all of the letters in the student's last name, leave off the letters at the end.

Using the student's legal name, print the student's first name in the row of boxes under the section for "First Name." Do not use a nickname. Print only one letter in each box, beginning in the first box on the left. If there are not enough boxes for all of the letters in the student's first name, leave off the letters at the end.

Using the student's legal name, print the first letter of the student's middle name in the box under the section for "M." Leave the box blank if the student does not have a middle name.

Fill in the appropriate bubble in the column under each letter in the student's name. If there are any blank boxes, fill in the empty bubbles at the top of the column.

**B SAIS NUMBER**

In the section that says "SAIS Number," enter the student's SAIS Number in the boxes at the top of the columns. Fill in the appropriate bubble in the column under each number. The SAIS Number should completely fill the columns. For SAIS Numbers that are less than 8 digits long, add an appropriate number of zeros to the front of the SAIS Number to make it 8 digits long.

**C School Student ID Number**

In the section that says "School Student ID Number," enter the student's local School Student ID Number in the boxes at the top of the columns. Fill in the appropriate bubble in the column under each number. The local School Student ID Number should completely fill the columns. For local School Student ID Numbers that are less than 12 digits long, add an appropriate number of zeros to the front of the local School Student ID Number to make it 12 digits long.

**D Birth Date**

In the section that says "Birth Date," fill in the bubbles for the Month, the Day, and the Year for the student's date of birth. For example, if the student was born March 2, 1998, fill in the bubble for the month of March designated by "Mar" in the Month column, the bubbles for 0 and 2 in the Day columns, and the bubbles for 9 and 8 in the Year columns.

**F Gender**

In the section that says "Gender," fill in the bubble that corresponds to the student's gender.



## **G Enrollment**

Fill in the bubble for “Not Enrolled” **only** if the student is not currently enrolled at the school where the test was administered.

This bubble is very rarely marked. Check with your School Test Coordinator before marking the “Not Enrolled” bubble.

## **H Ethnicity/Race**

In the section that says “Ethnicity/Race,” mark the student’s ethnicity and race to match the student’s SAIS record. Fill in either the “Yes” bubble or “No” bubble next to “Hispanic or Latino.” Fill in one or more of the race bubbles.

## **I For Pearson Use Only**

Do not mark any bubbles in this section.

## **K Standard Accommodations**

This section of the demographics data grid is to be completed after testing by the Test Administrator or Proctor who witnessed the use of the testing accommodation or who actually provided the testing accommodation.

For each content area where a standard accommodation was used, mark the appropriate bubble for each accommodation using the following key. If students qualify for standard accommodations in multiple categories (for example, Injury and ELL/FEP) mark all accommodations received in all applicable categories.

If a student did not receive any standard accommodations, then leave all bubbles in section K blank.

### **Injury**

Complete this section for students who received a standard accommodation due to an injury.

Bubble	Standard Accommodation—Injury	Content Areas
<b>1</b>	Have <b>multiple-choice responses</b> transferred from a test book into an answer document.	R, M, S
<b>2</b>	Record or dictate <b>multiple-choice responses</b> to a scribe.	R, M, S
<b>3</b>	Use assistive technology for the writing prompt response with spell check, grammar check, and predict ahead functions turned off.	W

**ELL/FEP**

Complete this section for students who received a standard accommodation due to their classification as an English Language Learner student or as a Fluent English Proficient (year 1 or year 2) student.

<b>Bubble</b>	<b>Standard Accommodation—ELL/FEP</b>	<b>Content Areas</b>
<b>4</b>	More breaks and/or several shorter sessions.	W, R, M, S
<b>5</b>	Simplify language in English for the scripted directions or the directions that students read on their own as needed upon student request.	W, R, M, S
<b>6</b>	Read aloud in English the writing prompt, mathematics test items, or science test items as needed upon student request.	W, M, S
<b>7</b>	Provide a word-for-word published, paper translation dictionary.	W, R, M, S
<b>8</b>	Exact oral translation of the scripted directions or the directions that students read on their own as needed upon student request.	W, R, M, S

**IEP/504**

Complete this section for students who received a standard accommodation due to their IEP or 504 plan.

<b>Bubble</b>	<b>Standard Accommodation—IEP/504</b>	<b>Content Areas</b>
<b>9</b>	Place marker use.	W, R, M, S
<b>10</b>	More breaks and/or several shorter sessions.	W, R, M, S
<b>11</b>	Test at a different time of day.	W, R, M, S
<b>12</b>	Simplify language for the scripted directions or the directions that students read on their own.	W, R, M, S
<b>13</b>	Read aloud or sign the directions that students read on their own.	W, R, M, S
<b>14</b>	Read aloud or sign the writing prompt, mathematics test items, or science test items.	W, M, S
<b>15</b>	Large Print edition of test.	W, R, M, S
<b>16</b>	For a student who is blind, use of an abacus for mathematics test items.	M
<b>17</b>	For a student who is blind, use of an electronic dictionary and thesaurus for the writing prompt response. Grammar check, spell check, encyclopedia, translation, and Internet access must be turned off.	W
<b>18</b>	For a student who is blind, Braille writers.	W, R, M, S
<b>19</b>	Have multiple choice responses transferred from a test book into an answer document.	R, M, S
<b>20</b>	Record or dictate multiple choice responses to a scribe.	R, M, S
<b>21</b>	Use assistive technology for the writing prompt response with spell check, grammar check, and predict ahead functions turned off.	W
<b>22</b>	For mathematics test, use of a personal whiteboard that can be seen by only the student and is erased after every problem.	M
<b>Braille</b>	Braille edition of test.	W, R, M, S

## Transferring Student Responses

Only student responses written in No. 2 pencil in a standard answer document (or Grade 3 test book) and returned with the scorable test materials are scored. Students who tested using a Braille version or large print version of the answer document must have their responses transferred to a standard answer document (or Grade 3 test book). Students who used certain standard accommodations (marked answers in their test book rather than in an answer document, recorded or dictated their multiple choice answers to a scribe, or used assistive technology) must have their responses transferred to a standard answer document (or Grade 3 test book).

The Test Coordinator, Test Administrator, Proctor, or other designated school personnel may transfer student responses to a standard answer document (or Grade 3 test book). Follow the directions below for transferring multiple choice responses and AIMS Writing responses. **Student responses that are not transferred into a standard answer document (or Grade 3 test book) will not be scored.**

### Transferring Multiple Choice Responses

Using a No. 2 pencil, mark the student's multiple choice responses exactly as indicated by the student. If the student marks more than one answer choice for a particular test item, mark the standard answer document (or Grade 3 test book) in the same way. If the student leaves a particular test item unanswered, leave that same test item unanswered in the standard answer document (or Grade 3 test book). The standard answer document (or Grade 3 test book) with the student's transferred responses is to be returned with the school's scorable test materials.

Any original written student responses not in a standard answer document (or Grade 3 test book), such as a Grade 4–8 test book with answers marked or a large print test book/answer document, are to be returned with the school's nonscorable test materials. Any adult transcription of student's dictated responses not in a standard answer document is to be returned with the school's nonscorable test materials. Any tape recording of the student's responses is to be erased.

## **Transferring AIMS Writing Responses**

**The AIMS Writing response for a student who uses assistive technology as an accommodation must be transferred into a standard AIMS answer document for scoring purposes as described below.**

- When the student has completed his/her AIMS Writing response using assistive technology, send the response directly to a printer. Do not save the response. Do not email the response. If the writing response was automatically saved, delete the electronic response and empty the computer's recycling bin.
- The Test Coordinator, Test Administrator, Proctor, or other designated school personnel must transfer the print out of the student's response to the student's standard AIMS answer document. The transferred response must be handwritten in No. 2 pencil exactly as produced by the student without changing spelling, punctuation, word choice, or any other aspect of the student's response.
- The student's standard AIMS answer document with the transferred response is to be returned with the school's scorable test materials.
- Place the print out of the student's response inside the student's AIMS test book and return with the school's nonscorable test materials.

Only responses that are handwritten in No. 2 pencil on the appropriate pages of a standard AIMS answer document will be scored. The print out of the student's response will not be scored.

**The AIMS Writing response for a student who uses large print as an accommodation must be transferred into a standard AIMS answer document for scoring purposes as described below.**

- The Test Coordinator, Test Administrator, Proctor, or other designated school personnel must transfer the student's response in the large print answer document to the student's standard AIMS answer document. The transferred response must be handwritten in No. 2 pencil exactly as produced by the student without changing spelling, punctuation, word choice, or any other aspect of the student's response.
- The student's standard AIMS answer document with the transferred response is to be returned with the school's scorable test materials.
- Place the student's large print AIMS answer document inside the student's large print AIMS test book and return with the school's nonscorable test materials.

Only responses that are handwritten in No. 2 pencil on the appropriate pages of a standard AIMS answer document will be scored. The large print version of the AIMS answer document will not be scored.

## Returning Test Materials to the Test Coordinator

All AIMS test materials, scorable and nonscorable, are to be returned to the Test Coordinator at the end of each testing day.

### Scorable AIMS Test Materials

The following AIMS test materials are scorable:

- **Used AIMS Grade 3 Test Books**
- **Used AIMS Grades 4–8 Answer Documents**

Test Administrators should arrange the answer documents or Grade 3 test books facing up. Paperclips or rubber bands must not be used to bind these materials as this would damage their edges. It is helpful, but not necessary, to alphabetize answer documents or Grade 3 test books. Follow the directions of your Test Coordinator regarding the return of scorable test materials.

### Nonscorable AIMS Test Materials

The following AIMS test materials are nonscorable:

- **Unused AIMS Grade 3 Test Books**
- **Used and unused AIMS Grades 4–8 Test Books**
- **Unused AIMS Grades 4–8 Answer Documents**
- ***AIMS 3–8 Test Administration Directions***

Follow the directions of your Test Coordinator regarding the return of nonscorable test materials.



# Glossary

## **Arizona's Instrument to Measure Standards High School (AIMS)**

A standards-based test aligned to grade level Arizona Academic Standards for writing, reading, mathematics, and science.

## **Demographic Data Grid**

The page that is used to gather student identification information, which must be completed for students without Pre-ID labels. Found on the back of the AIMS answer documents and Grade 3 test books.

## **Dictionary**

A book of alphabetically arranged words with definitions. Etymologies, pronunciations, and other information may also be included.

## **Item**

A question included as part of an AIMS test. Features both the stem (question) and answer choices. The entire writing prompt is also an item.

## **Pearson**

The publishing company that is responsible for providing and scoring test materials for the Arizona Department of Education.

## **Pre-ID label**

The label to be affixed to the front covers of the AIMS answer documents and Grade 3 test books. Student demographic data is coded within the Pre-ID label.

## **Proctor**

An individual who assists the Test Administrator.

## **Significant Break**

The break provided between testing sessions in order for students to be refreshed before proceeding with testing.

## **Test Administrator**

An individual, usually a teacher, who is responsible for the administration of the test.

## **Test Coordinator**

An individual who is responsible for distributing test materials, collecting test materials, and organizing testing for a school or district.

# PEARSON

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